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AUTHOR COOPER, JAMES M.
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ABSTRACT

THIS BIBLIOGRAPHY ON MICROTEACHING LISTS 48 ARTICLES, REPORTS, AND PAPERS--PUBLISHED AND UNPUBLISHED--WITH BRIEF DESCRIPTIVE ANNOTATIONS. DATES ARE FROM 1966-1969. (JS)

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# MICROTEACHING: AN ANNOTATED BIBLIOGRAPHY

James M. Cooper

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## Preface

This bibliography is on the topic of microteaching. The compiler, James M. Cooper, has done extensive research and writing in this area for teacher education, and the Clearinghouse is pleased that he has contributed his expertise to the ERIC system.

The topic of microteaching is in a high priority area for information identified by the Clearinghouse's Advisory and Policy Council.

This paper is a valuable source of information for those interested in microteaching and should help readers in their continuing efforts to keep abreast of this important topic.

In the bibliography "ED" or order numbers are included with those citations which have been processed into the ERIC system. Prices also are included. The documents with such numbers may be ordered from the ERIC Document Reproduction Service, 4936 Fairmont Ave., Bethesda, Md. 20014.

*Joel L. Burdin,*
*Director*

February 1970

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### Teacher Education and ERIC

The ERIC Clearinghouse on Teacher Education, established June 20, 1968, is sponsored by three professional groups--the American Association of Colleges for Teacher Education (fiscal agent); the National Commission on Teacher Education and Professional Standards of the National Education Association (NEA); and the Association for Student Teaching, a national affiliate of NEA. It is located at One Dupont Circle, Washington, D.C. 20036.

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Users of this guide are encouraged to send to the ERIC Clearinghouse on Teacher Education documents related to its scope, a statement of which follows:

> *The Clearinghouse is responsible for research reports, curriculum descriptions, theoretical papers, addresses, and other materials relative to the preparation of school personnel (nursery, elementary, secondary, and supporting school personnel); the preparation and development of teacher educators; and the profession of teaching. The scope includes recruitment, selection, lifelong personal and professional development, and teacher placement as well as the profession of teaching. While the major interest of the Clearinghouse is professional preparation and practice in America, it also is interested in international aspects of the field.*

The scope also guides the Clearinghouse's Advisory and Policy Council and staff in decision-making relative to the commissioning of monographs, bibliographies, and directories. The scope is a flexible guide in the idea and information needs of those concerned with pre- and inservice preparation of school personnel and the profession of teaching.

# Microteaching: An Annotated Bibliography

Ashlock, R. B. "Microteaching in an Elementary Science Methods Course." School Science and Mathematics 68: 52-57; January 1968.

This article deals with an adaptation of microteaching to an off-campus in-service elementary school science methods course using peers who role played students.

Aubertine, Horace E. "The Use of Microteaching in Training Supervising Teachers." High School Journal 51: 99-106; November 1967.

"Would continuity in the teacher-training process be improved if supervising teachers were trained through microteaching sessions?" This was the major question raised by this article. Conducted at Whitman College in Walla Walla, Washington, the study concluded that the training received by the clinical supervisors transferred to their classroom instruction.

Bell, Camille. A Report of an Investigation of Microteaching in the Development of Teaching Performance in Home Economics Education at Texas Technological College. Lubbock: School of Home Economics, Texas Technological College, August 1968.

This was a report on an experimental study testing six hypotheses related to teaching skill acquisition and interrater reliability.

Belt, Dwayne, and Hugh Baird. "Microteaching in the Training of Teachers: Progress and Problems." Television and Related Media in Teacher Education. Baltimore, Md.: Multi-State Teacher Education Project, August 1967. pp. 20-22.

This is a discussion of microteaching's uses and problems, with particular reference to the authors' experience at Brigham Young University.

---, and Clark Webb. "The Student Teacher Looks at Himself." Utah Educational Review 61: 18-19, 31-32; September-October 1967.

This report describes microteaching training procedures for 200 elementary and secondary trainees at Brigham Young University. The general conclusion is that microteaching procedures do not result in atypical teaching performances or defensive reactions to the presence of peers, equipment, or playback observations.

Berliner, David C. "Microteaching and Technical Skills Approach to Teacher Training." Stanford, Calif.: Stanford Center for Research and Development in Teaching. (In press.)

This paper reviews the history and current state of research and development of microteaching and technical skills training as related to the Stanford University program. Suggestions for future work are also included.

Borg, Walter. "The Minicourse as a Vehicle for Changing Teacher Behavior, the Research Evidence." Paper presented at the American Educational Research Association (AERA) meeting, Far West Laboratory for Educational Research and Development, Berkeley, Calif., February 1969.

This report deals with an experiment using in-service teachers and focusing on the acquisition of specific teaching skills. The report indicates that the minicourse (self-contained instructional procedure using microteaching and videotape recordings) was successful in obtaining significant behavior changes on 10 of the 12 skills taught.

---, and others. "The Minicourse: Rationale and Uses in the In-Service Education of Teachers." Berkeley, Calif.: Far West Laboratory for Educational Research and Development, February 1968. ED 024 647. EDRS Price: MF-$0.25; HC-$1.50.

This article discusses an adaptation of the microteaching approach to an in-service training program called the minicourse. One major difference between the minicourse and the microteaching format is that the minicourse provides a self-contained package of in-service training materials that can be used where videotape recording systems are available.

---, and others. "Video-Tape Feedback and Microteaching in a Teacher Training Model." Far West Laboratory for Educational Research and Development, University of Utah, and San Jose State College, December 1968. (Mimeo.)

The goals of this study were to determine the effectiveness of the minicourse model in changing student teacher behavior and to estimate the effects of the microteaching format and use of videotape feedback within the model. Results of the study indicated that the treatment groups that did not receive videotape feedback and did not practice in the microteaching format were not significantly different than groups that did, with regard to the emphasized teaching behaviors.

Bush, Robert N. "Micro-teaching: Controlled Practice in the Training of Teachers." Communication 48: 201-07; July 1966.

This article reports a comparison between standard observation and teacher aide experiences and the microteaching experiences for two different groups of intern teachers enrolled in the Stanford University Secondary Education Program. Findings of the clinical experimentation showed that the candidates who received microteaching training performed at a higher level of teaching competence than a similar, traditionally taught group. It was also found that performance in the microteaching situation accurately predicted subsequent classroom performance.

Childs, John. "The Use of Videotape Recording in Teacher Education." Television and Related Media in Teacher Education. Baltimore, Md.: Multi-State Teacher Education Project, August 1967. pp. 25-26.

This is a report of the videotape uses at Wayne State, including its use in microteaching.

Cook, F. S., and D. P. Brown. "Does Microteaching Have a Place in Business Education?" Business Education World 48: 7-9, 28-30; April 1968.

This article is a report of microteaching experiences in business education conducted at Wayne State University. Using identifiable skills that were adapted from the general performance curriculum developed at Stanford University, the article cites a number of advantages and disadvantages of the microteaching concept as implemented in the business education program.

---. "Does Microteaching Have a Place in Business Education?" Business Education World 48: 14-16, 31-32, 38-39; May 1968.

This article cites a written chronology for the development of microteaching and videotaped programs at Wayne State University.

Cooper, James M. "Developing Specific Teaching Skills Through Microteaching." High School Journal 51: 80-85; November 1967.

This article emphasizes the development of specific skills in teaching; the establishment of training protocols in order to develop the teaching skills; the employment of the teach-reteach concept in order to incorporate feedback into the teaching act; and the development of specific evaluative instruments in order to measure the skills practiced in the microteaching setting.

Davis, O. L., Jr., and B. R. Smoot. "Effects on the Verbal Teaching Behaviors of Beginning Secondary Teacher Candidates' Participation in a Program of Laboratory Teaching." Paper presented at AERA meeting, University of Texas, Austin, February 1969.

Using a modified version of microteaching, i.e., pupils were peers, but were not role playing, trainees received training in a program of laboratory teaching. The experiment was successful in changing trainees' verbal behavior from convergent questions to divergent and probing. The trainees informed less, clarified more, and uttered fewer procedural-nonsubstantive units than before training.

Dugas, D. G. "Micro-Teaching: A Promising Medium for Teacher Retraining." Modern Language Journal 51: 161-66; March 1968.

This article is a report of a 1966 NDEA Institute for Advanced Studies in French at The University of Michigan, which used a standard format of microteaching. The article concludes that microteaching is helpful in retraining experienced teachers and valuable for keeping records of teaching.

Fortune, Jim C. "Toward a Research Strategy To Investigate Attributes of Teacher Behavior." High School Journal 51: 93-105; November 1967.

This article emphasizes the research strategy that has grown out of the microteaching format utilizing a videotape recording of teaching encounters to gain a repeatable analysis of classroom practices. The strategy involves focusing upon a specific teaching behavior directed toward the accomplishment of a specific classroom goal, videotaping several instances of this teacher behavior, assessing student levels of goal acquisition, and then isolating instances of the behavior that result in minimum and maximum goal attainment on the part of the students. By repeating this strategy, Fortune asserts that relationships between specific teaching behaviors and acquisition of goal achievement on the part of students can be subjected to several formats of logical, philosophical, and statistical analysis.

---, James M. Cooper, and Dwight W. Allen. "The Stanford Summer Microteaching Clinic, 1965." Journal of Teacher Education 18: 384-93; Winter 1967.

This article presents a review of the Stanford Microteaching Clinic, 1965, including the organization and sequence of skills presented during that clinic, description of the structure and format of the clinic, and an analysis of its accomplishments.

Foster, F. G. "Microteaching." Arizona Teacher, May 1967. pp. 12-13.

This article reports the use of videotapes in a microteaching setting in order to analyze specific teaching techniques in the first viewing, to concentrate on the content presentation in the second viewing, and to focus on pupil-teacher interaction in the third viewing.

Gage, N. L. "An Analytical Approach to Research on Instructional Methods." Phi Delta Kappan 49: 601-06; June 1968. ED 011 936. EDRS Price: MF-$0.25; HC-$0.90.

In this article Gage describes some of the research he is conducting on teaching skills and their effect on students' learning and perceptions of the lesson.

Gibson, James W. "Using Videotape in the Training of Teachers." Speech Teacher 17: 107-09; March 1968.

Using a microteaching approach, the author reports how microteaching and videotaping can be used in a speech methods course.

Goodkind, Thomas B. "An Evaluation of Effectiveness of the Microteaching Technique in the Training of Elementary School Teachers." Paper presented at AERA meeting, University of Connecticut, Storrs, February 1968.

This is a report on an experimental study conducted at The University of Connecticut which indicated that teachers who had microteaching training with their lessons videotaped displayed more insight into their teaching and a greater awareness of personal habits than teachers who did not have videotapes made of their microteaching lessons.

Ivey, Allen E., and others. "Microcounseling and Attending Behavior: An Approach to Practicum Counselor Training." Counseling Psychology 15: 5; 1-12; 1968. Supplement.

Micro-counseling is a video method of training couselors in basic skills of counseling within a short period of time. This research studies the effects of micro-counseling training procedures upon three groups of beginning counselors. Three different skills, "attending behavior," "reflection of feeling," and "summarization of feeling," were the focus of research. These studies suggest that attending behavior and its related concepts may be described in behavioral terms meaningful to beginning counselors. Implications of the attending behavior and micro-counseling frameworks are discussed.

Johnson, James A. "What's New in Teacher Education." Illinois Education. April 1968. pp. 328-30.

This article gives a general overview of what microteaching is as well as a brief description of the Stanford model.

Johnson, William D. "Microteaching: A Medium in Which To Study Teaching." High School Journal 51: 86-92; November 1967.

This article emphasizes the appropriateness of microteaching as an intermediate research environment located between the conceptualization of a methodological innovation and the complexities of the field study. The Teaching Techniques Laboratory, located at the University of Illinois, is also described. In conclusion, the author asserts that microteaching has proven useful for the improvement of instruction both as an environment where teachers may gain skill and as an environment where methods or teaching techniques may be systematically investigated and improved.

Kallenbach, Warren. "Microteaching as a Teaching Methodology." Berkeley, Calif.: Conference on Instructional Methods and Teacher Behavior, Far West Laboratory for Educational Research and Development, 1966. ED 013 791. EDRS Price: MF-$0.25; HC-$0.40.

This article is a general overview history of microteaching, including a brief account of Stanford's Secondary Teacher Education Program, the application of microteaching to elementary intern teachers at San Jose State College, and a review of some of the research related to microteaching.

---, and Meredith D. Gall. "The Comparative Effects of Microteaching and a Conventional Training Program on the Classroom Performance of Elementary Intern Teachers." Journal of Educational Research. (In press.)

This study compares the effectiveness of elementary school interns trained in a summer microteaching program with interns who received conventional classroom observation and student-teaching experience. Microteaching was not found to result in significantly higher ratings of teacher effectiveness either immediately after or a year after training. However, it was concluded that microteaching is an effective training strategy since it achieved similar results when compared with conventional methods, but in only one-fifth the time and with fewer administrative problems.

Kuhn, Wolfgang. "Microteaching: Holding a Monitor Up to Life." Music Educator's Journal 55: 49-53; December 1968.

This article describes the training of music interns in the Stanford Teacher Education Program.

Langer, Philip. "Minicourse: Theory and Strategy." Paper presented at AERA meeting, Far West Laboratory for Educational Research and Development, Berkeley, Calif., February 1969.

In this article a good description is given of the minicourse concept, including some sample instructional materials used in one minicourse.

Mayhugh, S. L. "Microteaching: A Major Component of the Pre-Service Program." Contemporary Education 39: 206-09; March 1968.

Analysis sessions at Indiana State University were aimed at developing alternative teaching strategies rather than evaluating good and bad behaviors. An analysis of these behaviors was conducted through a broad spectrum of instruments such as the Teacher Classroom Activity Profile, Secondary Student Teacher Performance Profile, Withall's Social-Emotional Climate Index, Crispin's System and Interaction Analysis, and Mayhugh's Teacher-Counselor Interaction Analysis System.

McDonald, F. J., and D. W. Allen. Training Effects of Feedback and Modeling Procedures on Teaching Performance. Stanford, Calif.: School of Education, Stanford University, 1967.

This report describes a series of three experiments to assess the use of television recordings to improve teaching performance. In particular, the experiments investigate the effects of self-feedback and reinforcement on the acquisition of a teaching skill, the effects of feedback and practice conditions on the acquisition of a teaching strategy, and the effects of modeling and feedback variables on the acquisition of a complex teaching strategy.

McGuerry, Lawrence. "Microrehearsal." Music Educator's Journal 55: 49-53; December 1968.

Conducted at the University of the Pacific, this study describes how teaching skills were adapted from the Stanford technical skills of teaching to a music rehearsal. Included were such skills as training in set, in effective use of the voice in giving clear directions, in closure, in stimulus variation, and in establishing appropriate frames of reference.

McKitrick, M. O. "Videotaped Microteaching for Preparing Shorthand Teachers." Journal of Business Education 43: 285-86; April 1968.

This article reports microteaching experiences at Western Michigan University designed to develop practice in teaching for shorthand teachers.

Meier, John H. "Long Distance Microteaching." Educational Television, Vol. 20. November 1968.

This article describes the application of a combination of new media to a six-month training program for a group of persons scattered throughout the United States. Trainees were recorded on videotapes which were sent back to the Greeley, Colorado, Training Center where a staff member reviewed and prepared a critique using the same instrument as the trainees. These critiques were returned to the trainee with the videotape so that the latter could be reviewed in a critique read simultaneously.

---. "Rationale for and Application of Microtraining To Improve Teaching." Journal of Teacher Education, Summer 1968. pp. 145-57.

This article relates several common learning theories to the microteaching process of subjecting samples of human behavior to videotape recording, reviewing, responding, refining, and redoing (five r's). A number of applications of microteaching are cited in the article, including in-service application conducted by the Jefferson County School District in Colorado and studies conducted by the Child Study Institute at Colorado State College.

---, and Gerald Brudenell. "Remote Training of Early Childhood Educators." Report of a Title XI Institute of the National Defense Education Act. Greeley: Colorado State College, July 1968. ED 027 062. EDRS Price: MF-$0.25; HC-$2.30.

Microteaching is included in this report as one of the procedures used to train teachers in their home schools. The authors report on a novel in-service teacher-training model which was used for teachers widely distributed over several states.

Microteaching: A Description. Stanford, Calif.: School of Education, Stanford University, 1966. ED 019 224. EDRS Price: MF-$0.75; HC-$6.50.

This booklet is a compilation of articles and reports relating to the microteaching activities at Stanford University, including reports of the 1965 and 1966 microteaching clinics.

"Microteaching in Student Teacher Laboratory: University of Illinois." School and Society 96: 128-30; March 2, 1968.

This article is a brief description of an in-service program for instructors in the teacher preparation program.

Minnis, Douglas L. "Micro-teaching Interaction Analyis in a Teacher Education Curriculum." Davis: University of California, February 1968. (Unpublished.)

This paper is a description of attempts at the University of California, Davis, to incorporate microteaching and interaction analysis into the curriculum of the preservice and in-service teacher education programs.

Perlberg, Arye, and David C. O'Bryant. "The Use of Video-Tape Recording and Micro-Teaching Techniques To Improve Instruction on the Higher Education Level." Urbana: College of Engineering, University of Illinois, August 1968. ED 023 314. EDRS Price: MF-$0.25; HC-$2.05.

This report describes a study conducted at the University of Illinois utilizing videotape recorders and microteaching for the improvement of college instructors. The techniques employed resulted in favorable attitudinal responses by the participants.

---, R. Tinkham, and R. Nelson. "The Use of Videotape Recorders and Microteaching Techniques To Improve Instruction in Vocational-Technical Programs in Illinois." Urbana: College of Education, University of Illinois, 1968. (Mimeo.) ED 022 029. EDRS Price: MF-$0.25; HC-$1.30 .

This is a report of a pilot program conducted at the University of Illinois, Urbana, to augment the methods courses with microteaching laboratory experiences in order to ease anxieties about student teaching.

Schaefer, M., and M. H. Stromquist. "Microteaching at Eastern Illinois University." Audiovisual Instruction 12: 1064-1065; December 1967.

This article discusses microteaching experiences at Eastern Illinois University including students with majors in men's physical education, mathematics, shorthand, life science, and home economics. There was no focus on any particular technical skills of teaching.

Sedgwick, L. K., and H. T. Misfelt. "Microteaching: New Tool for a New Program." Industrial Arts and Vocational Education 56: 34-35; June 1967.

This article is a description of a pilot teacher education program in vocational education and industrial arts at Stout State University in Wisconsin.

Van Mondrans, A. P., and others. "Student Attitudes and Achievement in an Educational Psychology Course After Microteaching." Paper presented at AERA meeting, Purdue University, February 1969. ED 028 994. EDRS Price: MF-$0.25; HC-$0.80.

The purpose of this study was to assess the effects of microteaching experiences on the attitudes and achievements of students in an undergraduate educational psychology course. Of special interest was the question concerning what effect the experience in an educational psychology course would have on student perceptions regarding the relevance of educational psychology to teaching.

Ward, Blaine. Personal communication regarding a nationwide survey. Vermillion, S. Dak., 1969.

This is a very comprehensive survey of all NCATE institutions regarding usage of microteaching. This communication will be part of Mr. Ward's dissertation at The University of South Dakota.

Webb, Clark, and Hugh Baird. "Selected Research on Micro-Teaching." Television and Related Media in Teacher Education. Baltimore, Md.: Multi-State Teacher Education Project, August 1967. pp. 27-31.

This paper is a brief summary of selected research related to microteaching at three institutions (Stanford University, Hunter College, and Brigham Young University).

---, and others. "Description of a Large-Scale Micro-Teaching Program." Paper presented at the Department of Audiovisual Instruction convention, Provo, Utah, March 25, 1968. ED 027 250. EDRS Price: MF-$0.25; HC-$0.60.

This article describes the use of microteaching at Brigham Young University utilizing a 30-minute microteaching session in which peers rather than actual secondary and elementary students were used. The article reports that student reactions to the microteaching experience were very positive.

Young, David B. "The Modification of Teacher Behavior Using Audio Video-Taped Models in a Micro-Teaching Sequence." Educational Leadership January 1969. pp. 394-95, 397, 399, 401, 403.

This article reviews the theoretical rationale and research regarding the use of videotape models in the acquistion of a teaching skill.